



The Purbeck School

A Specialist Science College

Name of Policy:	The Purbeck School Equality Policy Statement and Objectives
Date first adopted:	31st October 2018
How often to be reviewed:	Every 4 Years
Reviewed	31st October 2018
Reviewed	

The Purbeck School

Equality Policy Statement

Background

The Purbeck School is a non-selective 11-18 mixed comprehensive school, situated in Wareham, Dorset. The School draws from a wide, geographically -dispersed, rural catchment area. The overwhelming majority of students who attend the school are White British.

Aims and values

The Purbeck School seeks to provide a happy and outward-looking environment, within which all our pupils work hard to realise their full potential academically, personally and socially. We aim to prepare our pupils for their adult lives by helping them develop the skills and attitudes needed for them to become confident, articulate, thoughtful and contributing members of society.

Each individual is valued and respected for who they are irrespective of age, race, sex, ability, status or social background. The School is wholly committed to eliminating unlawful discrimination, promoting equal opportunities and fostering good relations in all areas of school life. We are mindful of our legal responsibilities under the Equality Act (2010), but our commitment is based not only upon legal obligation but on a conviction that valuing the individual, celebrating diversity and unlocking the potential of all learners are the very purpose of education. It is for this reason that we embrace the elimination of social difference within this policy.

Legal framework

We welcome our duties under:

1. The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of race, disability, sex, age (as appropriate), religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.
2. The Public Sector Equality Duty to have due regard for staff and pupils, to:
 - Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act
 - Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
 - Foster good relations between people who share a relevant protected characteristic and those who do not share it.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by the following principles:

1. **Principle 1:** All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value.
2. **Principle 2:** We recognise and respect difference Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and

background, and in the kinds of barrier and disadvantage which people may face.

3. **Principle 3:** We foster positive attitudes and relationships and a shared sense of cohesion and belonging Policies, procedures and activities promote:
 - positive attitudes and actions towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
 - positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents;
 - mutual respect and good relations between boys and girls, women and men and an absence of sexual and homophobic harassment;
 - positive attitudes and understanding of those woman pregnant or during maternity.
4. **Principle 4:** We observe good equalities practice in staff recruitment, retention and development Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:
 - whether or not they are disabled;
 - whatever their ethnicity, culture, religious affiliation, national origin or national status;
 - whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.
5. **Principle 5:** We aim to reduce and remove inequalities and barriers that already exist In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.
6. **Principle 6:** We consult and involve widely People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones.
7. **Principle 7:** We address prejudice and prejudice related bullying We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:
 - prejudices around disability and special educational needs;
 - prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
 - prejudice reflecting sexism or homophobia.
8. **Principle 8:** Society as a whole should benefit Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:
 - disabled and non-disabled;
 - people of different ethnic, cultural and religious backgrounds;
 - girls and boys, women and men;
 - gay people as well as heterosexual.

Equality Objectives

Every four years, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate. This current plan runs from 2018 to 2022.

We keep our equality objectives under review and are directly linked to other school policies published on the website, together with the Pay Policy set by Dorset County Council which puts into place the statutory duty in regard to gender equality for pay. Our equality objectives are attached to this Policy.

The Curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the guiding principles set out above.

Ethos and organisation

We ensure our guiding principles apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

The School is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties, including:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

We will take action to prevent, challenge and eliminate any such behaviour (see behavior policy).

Roles and responsibilities

The Governing Body is responsible for ensuring that The School complies with legislation, and that this policy and its related objectives and action plans are implemented.

A committee of our Board of Governors has a watching brief regarding the implementation of this policy (Student Development Committee). There is a named governor with particular responsibility for Equality is Anna Daniels.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the guiding principles set out above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Our pupils/students will:

- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

Information and resources

We ensure that the content of this policy is known to all Staff and Governors and, as appropriate, to all pupils and their parents and carers.

Monitoring and evaluation

The Equality Impact of all school policies will be considered when they are reviewed.

This policy should be read in conjunction with other relevant policies such as: behaviour policy, teaching and learning, code of conduct, and freedom of information.

Appendix A The Purbeck School Equality Objectives 2018-2022

OBJECTIVE ONE: To advance equality of opportunity

To improve the progress of disadvantaged students to be at least in line with the national level of progress for the national figure for all students (P8 figure of 0 or above).

To reduce the gap in progress made between disadvantaged and non-disadvantaged within The Purbeck School.

Rationale - Disadvantaged students do not make as much progress as other students at The Purbeck School. In 2017-18, disadvantaged students had an overall P8 figure of -0.09 compared to a P8 figure for non-disadvantaged of 0.5. There is therefore an in school gap in performance of 0.6.

Actions:

- Quality first teaching (See Teaching and Learning policy)
- Specific targeting of disadvantaged students to eliminate barriers to success (Pupil Premium Strategy).
- To improve attendance of disadvantaged pupils (Attendance Strategy) currently 92% (2017/18).

Success Criteria: A reduction of the in school gap and an increase in progress that disadvantaged students make – the aim of the school is to have disadvantaged students at least in line with the national average P8 of 0 and a reduction of the in school gap to less than 0.5.

OBJECTIVE TWO: To advance equality of opportunity

To narrow the gap in progress between boys and girls at GCSE.

Rationale - Boys do not make as much progress as Girls at The Purbeck School. In 2017-18, disadvantaged students had an overall P8 figure of 0.2 compared to a P8 figure for girls of 0.6.

Actions:

- Quality first teaching (Teaching and Learning policy).
- To raise the expectations for boys regarding the importance of home learning with boys and parents.
- Raise awareness of the issues at GCSE (assembly programme; parents' evenings).
- To ensure a whole school focus on boys performance (School Development Plan; Subject Development Plans).
- To focus on boy performance during quality assurance (lesson observations; work scrutiny; student voice).

Success Criteria; A reduction of the in school gap (currently 0.4) and an increase in progress that boys make (currently 0.2).

OBJECTIVE THREE: Fostering good relations

To promote cultural development and understanding for all through a rich range of experiences both in and beyond the school.

Rationale- Increasing knowledge and understanding of other cultures and people of a different religion is critical to our students in playing a full role in a culturally diverse Britain. It is important to reduce any risk that our students will be vulnerable to radicalisation of any persuasion.

Action:

- To audit and review the curriculum to assess where opportunities for students to learn about different cultures, races and religions lie.
- Promote the school values of Respect; Aspiration; Perseverance.

- Assembly topics, invite speakers for all year groups, PSHE programme to explicitly tackle issues.
- Ensure that staff Safeguarding and PREVENT training remains up to date and relevant.

Success criteria: No students involved in radicalisation, any that are reported to be dealt with in strict adherence to the PREVENT agenda.

OBJECTIVE THREE: All aims of duty

To ensure that all Equalities legislation is adhered to within the school.

Rationale – that all members of the school community are entitled to be treated with professionalism and respect in line with the Equalities legislation.

Action-

- To ensure that all Equalities legislation is adhered to within the school.
- To assess each school policy for equality impact when each policy is now reviewed. To include a statement in each reviewed policy to confirm any potential impact.

Success criteria; No complaints relating to Equality Legislation/ complaints dealt with swiftly and appropriately.

Appendix B 2017/8 Statistical Information

There are fewer than 140 staff at The Purbeck School.

Student population –equality breakdown:

Year	Student	Male	Female	SEN	Ethnicity	*Religion	Religion	Religion	Religion	Religion															
7	192	10	91	26	180	<10	<10	<10	<10							<10			<10	105	61		<10	<10	
8	159	68	91	18	143		<10		<10					<10	<10			<10	<10	75	56			<10	<10

9	17	8	8	1	155		<1	<10	<1			<10	<10			<1	<10	<1	<10	86	43	<1			<1		
1	15	9	6	1	146		<1		<1						<10	<10		<10	<1	<10	71	56	<1		<1	<1	
1	15	8	7	2	151		<1	<1				<10	<10				<1		<1	<10	75	59		<1		<1	
1	73	3	3	<	64			<1	<1								<1			<10	36	21	<1			<1	
1	71	3	4	<	67		<10			<1	<10								<10		<1	12				<1	
T	98	5	4		906																	308					
ot	0	0	7																								

*Some students did not answer the question related to religion

Appendix C - Impact Statement on the Equality Objectives of 2014-18

A significant amount of work has been carried out to ensure equality since the Equality Policy 2014 objectives were written.

The following is a recap of the objectives that were set in 2014 followed by evidence of actions between 2014-18 to meet the objective.

OBJECTIVE ONE: To eliminate unlawful discrimination harassment and victimization (2014-18)

To prevent and respond to all hate incidents and prejudiced based bullying by students in school. Rationale- There has been a small growth in the number of bullying incidents that relate to protected characteristics (along with our push for students to report incidents):

2010-11 = 5; 2011-12 = 3; 2012-13 = 3; 2013-14 =5 by June '14.

These incidents relate to race and sexuality. There have been no recorded incidents in any year that relate to disability, SEN or gender.

Action:

- Students are taught to behave appropriately and lawfully - to enter a diverse world as productive, enriched, well-rounded citizens.
- Awareness of Anti-Bullying is to be raised for students via assembly/ posters/ welfare team/ football against racism initiatives;
- Awareness amongst parents to be raised via dedicated evenings/ use of newsletter & website;
- Awareness amongst teachers should be raised via INSET time and there is an internationalism strand under new MFL leadership structure.

Evidence of actions between 2014-18:

- ***Students have been are continuing to be taught how to behave appropriately via PSHE curriculum and through tutorials, subject lessons and assemblies***
- ***The Behavior policy is a high profile policy and assemblies are themed around bullying.***
- ***Sixth Form students have received training in welfare and run a drop in support session for lower school***

students.

- *Posters are displayed around the school to continue to raise awareness with the students.*
- *Bullying awareness has been raised through newsletters and also by coffee mornings held at the school and through the website.*
- *Staff have been taught how to log all concerns including bullying on the 'MyConcern' system ensuring that all incidents are logged and followed up.*

Since 2016 the school has been reorganized to ensure that there are trained non-teaching specialist available in the 'nest' to deal with issues relating to equality. The method of recording bullying incidents has now been brought together in the 'NEIL' system run by the pastoral team. Bullying remains high on the school agenda to reduce the number of incidents. Since 2014 the number of bullying incidents has also included social media bullying and this has led to an increase in the overall numbers recorded. Over the past 6 months (since May 2018) 29 bullying incidents have been dealt with – this represents 5% of the all the student issues handled in the 'nest'. There have been 5 racist incidents reported – which represents 1% of the student issues dealt with in the nest. All incidents are dealt with robustly.

OBJECTIVE TWO: To advance equality of opportunity (2014-18)

- a) To ensure that progress in Maths and English for FSM students matches those of similar students.
- b) To close gap between male and female achievement

Action-

- FSM & male performance is tracked and discussed regularly through line management and Aim High meetings.
- Planned intervention is in place for individuals not on target.
- Success of mentoring scheme assessed and amended as necessary.
- Attendance is a key barrier- use of an Attendance Officer to maximise FSM & male student attendance.
- Early engagement with FSM/PP families from Years 5/6 with targeted invites to sample lessons.
- PP spending is monitored and interventions are recorded for individual students.
- Review and amendment of positive behaviour strategies to increase the engagement of boys.
- English faculty to include strategies to improve performance of boys.

Evidence of actions between 2014-18:

- *FSM P8 score has improved to -0.09 (2017/18) compared to -0.3 (2016/17)*
- *In Eng FSM 0.07 compared to non FSM of 0.29 – this is a significant increase in FSM performance and a reduction in progress gap (note both figures are above the average for all students across the country)*
- *In Maths FSM 0.18 compared to non FSM 0.78 – this is a significant increase in FSM performance (note both figures are above the average for all students across the country)*
- *Boys outperformed girls in Maths 2017/18 (0.7 vs 0.5)*
- *Boys are underperforming in English at -0.16 compared to girls at 0.68 (although boys are performing above the national average)*
- *Overall there remains a gender gap – although boys performance has risen since 2014/5 – the gap remains at 0.4 (boys 0.2/ girls 0.6 – 2017/18 figs)*
- *Attendance for FSM students has increased to 92% (2017/18) this is an increase of 2% (2016/17)*
- *Mentoring programmes have in place for students where gaps appear.*
- *Robust tracking and intervention from tutor/attendance officer where there is an attendance of below 95%*
- *Attendance identified in the assembly programme; celebration events*
- *The actions stated above have all been taken, there is a stronger focus on Attendance with an Attendance Officer role being ring fenced. There is a direct link between attendance and academic attainment.*
- *Sample lessons well attended (average of 100+ applications for each event)*

Both of these key issues – progress of disadvantaged students and the improvement of boys performance at GCSE

will continue to remain as a key foci for the next equality plan

OBJECTIVE THREE: Fostering good relations (2014-18)

To promote cultural development and understanding for all through a rich range of experiences both in and beyond the school.

Rationale- Increasing knowledge and understanding of other cultures and people of a different religion is critical to our students in playing a full role in a culturally diverse Britain as they come from a predominately white rural area (see objective 1). It is important to reduce any risk that our students will be vulnerable to extreme right wing nationalistic thoughts and beliefs.

Action:

- Use change in MFL structure to increase 'internationalism' through the school.
- Greater opportunities for educational visits
- To audit and review the curriculum to assess where opportunities for students to learn about different cultures, races and religions lie.
- Assembly topics & PSHE

Evidence of actions between 2014-18:

- ***Structure of the school curriculum changed to engage students more with languages – Spanish and French now taught across KS3 and both offered at GCSE – note that Mandarin has also been offered.***
- ***Year 5/6 students invited into the school for a taster MfL sessions.***
- ***The uptake in Languages has increased (22% of students in current year 11)***
- ***Educational visits are part of the fabric of the Purbeck School (Battlefields; Berlin; Rwanda; New York; Skiing; Hooke Court) – over 40 trips were offered in 2017/18 outside of those that are necessary to fulfil curriculum necessity.***
- ***Assembly structure now themed against particular values ie British Values; Respect – these have allowed many of the key issues around diversity and tolerance to be discussed***
- ***PHSE curriculum has been modified to encourage debate of key topic areas around PREVENT***

OBJECTIVE FOUR: All aims of duty (2014-18)

To ensure that all Equalities legislation is adhered to within the school.

Action-

- To ensure that all Equalities legislation is adhered to within the school.
- To assess each school policy for equality impact when each policy is now reviewed. To include a statement in each reviewed policy to confirm any potential impact.

NB there have been no complains that relate to Equalities legislation this year.

Evidence of actions between 2014-18:

- ***All equalities legislation has been adhered to within the school, policies are published on the website and there have been no complaints that relate to equalities legislation since 2014.***

